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ABSTRACT

Program standards for all institutions in the state of Iowa engaged in the preparation of teachers are presented here. (MM)

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Grimes State Office Building
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Chapter 19 - Standards For Teacher Education Programs

Programs of teacher education leading to certification in Iowa are subject to approval by the Iowa State Board of Public Instruction, as provided in Section 257.10, Subsection 11, the Code.

On October 14, 1976, Chapter 19, Standards For Teacher Education Programs, became a part of the Iowa Administrative Code and hereinafter all Iowa colleges and universities engaged in the preparation of teachers and which are seeking State Board approval of their programs shall meet the standards contained in this chapter.

Here follows the outline of Chapter 19.

670--19.1(257) Institutions affected.
670--19.2(257) Criteria for Iowa teacher education programs.
670--19.3(257) Approval of programs.
670--19.4(257) Visiting teams.
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670--19.17(257) Evaluation of graduates in teacher education.

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CHAPTER 19

STANDARDS FOR TEACHER EDUCATION PROGRAMS

670--19.1(257) Institutions affected.

All Iowa colleges and universities engaged in the preparation of

teachers and which are seeking state board approval of their programs (hereinafter "institutions") shall meet the standards contained in this chapter.

670--19.2(257) Criteria for Iowa teacher education programs. Each institution seeking approval of its programs of teacher education shall file evidence of the extent to which it meets the standards contained in this chapter by means of a self-evaluation report.

Such filing shall include the specific program or curricular pattern of teacher education designed to meet the requirements and the teaching privileges or services to be authorized for each endorsement and shall specify the courses or competencies that students must complete or exhibit and the standards which must be attained as a condition for being recommended for approval to teach. Each program must receive approval by the state board.

The self-evaluation shall include a definition of the scope and limitations of the teacher education offerings and services of the program, indicating whether it is basic or advanced, whether it is elementary, secondary, or elementary-secondary, the specific fields of specialization, and whether graduate work provides specialization in specific school service programs.

After the state board has approved the specific programs filed by an institution, students who complete such programs and are recommended by an authorized official of that institution will be issued the appropriate certificate bearing one or more teaching or specific service endorsements, and also, where applicable, approval indicating the subject or areas of approval.

670--19.3(257) Approval of programs. The state superintendent of public instruction (hereinafter superintendent) shall base his recommendations to the state board for approval of teacher education programs on a study of the

factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.

Approval, if granted, shall be for a term of five years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution shall be given the opportunity to present factual information concerning its programs at the next regularly scheduled meeting of the state board. The institution may also reapply at its discretion when it is ready to show what actions have been taken along the lines of suggested improvement.

670--19.4(257) Visiting teams. Upon application or reapplication for approval, a team shall visit each institution for evaluation of its teacher education programs. The membership of the team shall be selected by the teacher education and certification division with the concurrence of the institution being visited. The team may include faculty members of other teacher education institutions within or outside the state, personnel from the elementary and secondary schools, to include classroom teachers, personnel of the state department of public instruction, representatives from professional education organizations, and students in teacher education from other than the institution being visited. Each team member should have appropriate competencies, background, and experience to enable the member to contribute to the evaluation effort. The expenses for the visiting team shall be borne by the state department of public instruction (hereinafter department).

670--19.5(257) Periodic report. Each institution shall keep its programs of teacher education under continuous, faculty-wide review. Institutions

placed on the approved programs list will be asked to make periodic reports upon request of the department which shall provide basic information necessary to keep the records of each teacher education program up-to-date.

670--19.6(257) Re-evaluation of teacher education programs. An institution shall file a self-evaluation of its teacher education programs at any time deemed necessary by the superintendent. Any action for continued approval or recission of approval shall be approved by the state board.

670--19.7(257) Approval of program changes. Upon application by an institution, the superintendent is authorizaed to approve minor additions to or changes within the institution's approved teacher education programs. When an institution proposes major revisions in one or more of its approved programs of teacher education, or a revision which exceeds the primary scope of its programs, such revisions shall become operative only after having been approved by the state board.

670--19.8(257) Purposes and objectives. Each institution seeking approval of its teacher education program shall have defined statements of purposes and objectives. The objectives for teacher education shall be consistent with the overall objectives of the institution.

670--19.9(257) Organization. An institution shall be organized to facilitate the planning, the administration, and the evaluation for continuous improvement of a unified program of teacher education.

19.9(1) Control. Overall control of the institution shall reside in a board or an otherwise designated body.

Institutions shall present evidence that the board is fulfilling its responsibility in providing policy, facilities, and faculty for teacher education programs.

19.9(2) General administration. The institution shall:

a. be under the direction of an administrative officer.

b. be organized such that it assures consistent policies and practices with reference to the different segments of the teacher education program regardless of the administrative units under which they operate and facilitates the continuous development and improvement of the teacher education program and fixes responsibility for the administration of policies. Such responsibility for teacher education programs will be regarded as assigned when some one person is held responsible for the administration of these programs and that person, or a designee, is responsible for recommending students for teacher certification and approval.

c. designate the unit within the institution charged with the responsibility and authorization to act, within the framework of general institution policy, on all matters relating to teacher education programs.

d. make available a chart showing the organization of the institution.

19.9(3) Organization for teacher education. The unit responsible for teacher education shall be organized to provide planning for teacher education curricula, development of policies that govern the admission of students to teacher education curricula, development of a system of registration and enrollment which makes it easy to identify all students preparing to teach and which can be understood by students and faculty, and development of policies and criteria for satisfactory completion of all teacher education curricula.

19.9(4) Finances for teacher education programs. Financial resources shall be available to support the scope of the teacher education programs and institutions shall be expected to set forth in a self-evaluation the adequacy of their resources for conducting such programs.

19.9(5) Extended services in teacher education. Institutions offering extended services in teacher education including summer sessions, evening

and weekend programs, off-campus extension, correspondence courses, and survey and consultative services should be expected to set forth the adequacy of their resources for conducting such services.

670--19.10(257) Students.

19.10(1) Admission to the institution. The institution shall comply with its announced entrance requirements.

19.10(2) Admission to and retention in teacher education programs. There shall be announced and written policies by which students apply for, are admitted to, and are retained in teacher education programs. Such policies shall indicate clearly the time within the teacher education sequence when the student shall make application for admission to the teacher education program.

Specific policies and practices shall also include provisions for removal of students from the program, conditions for re-admission, and the quality of scholarship required.

There shall be a comprehensive professional review of the student's record prior to admission to student teaching. Such review should include scholarship, performance in an area of specialization, competence in the professional sequence, and performance in previous professional experiences.

19.10(3) Evaluation. Each institution shall design and implement a plan for continuous evaluation of students as they progress through the teacher education program. Measures of academic ability, observation by faculty in courses, and laboratory field experiences, and other modes of appraisal should be utilized to assess specific strengths and weaknesses as they affect the programming for students, their retention within the teacher education programs, and their readiness to assume the professional role for which they are preparing.

19.10(4) Student services. Students planning to be teachers shall have

available to them counseling and advisory services.

a. Guidance services. An institution shall provide guidance services which are available to serve all students in teacher education programs. Guidance services shall include, but not be limited to academic, program, and personal counseling.

b. Supporting student services. Each student should be aware of the scope of the guidance program and who is responsible for this program. An organizational chart shall present the extent of all services connected with student personnel work and their relationship to the total institutional program.

Data on teacher supply and demand shall be available to all students enrolled in the teacher education programs. The institution shall provide a placement service for its students in teacher education programs.

19.10(5) Student records. The institution shall maintain a system of student records for those enrolled in teacher education programs, including a record of the student teaching experience.

19.10(6) Students participation in teacher education program evaluation and development. Students enrolled in teacher education programs shall have the opportunity to express at least annually their views regarding the teacher education programs. Clear lines of communication must be open for student input affecting the development and evaluation of teacher education program. This could be evidenced by student participation on teacher education committees, student advisory committees to the teacher education program, student written evaluations of courses and the teacher education programs.

670--19.11(257) Faculty.

19.11(1) Faculty competence. The collective competence and background of the total teacher education faculty shall include a balance of theory, experience and knowledge of current practices in elementary and secondary schools.

Faculty members in professional education shall have an understanding of the function and place of the school in society. They shall have actual experiences in situations similar to those for which the college students are being prepared. Those who teach methods courses in subject areas shall be familiar with current practices concerning such areas in elementary and secondary schools.

The faculty should experience and participate in such professional activities as curriculm improvement, research, writing, travel, advanced study, and in those activities closely related to their instructional assignments.

The institution shall have written policies of selection, retention, and promotion of personnel.

19.11(2) Part time faculty in teacher education. The institution may make provision for the use of part time faculty, when appropriate. Part time faculty in teacher education shall be identified as such. There are two kinds of situations which support the employment of part time faculty: a limited need for a high level of expertise and competence not requiring a full time faculty member and a temporary need for staff to support instruction.

19.11(3) Service load of faculty. The total service load of the faculty in professional education and for those who teach methods courses in subject areas shall not exceed other units in the institution and should be interpreted to include not only regular instruction but also extension teaching, committee assignments, extracurricular activities, supervisory responsibilities in connection with research advisement, student observation and participation, independent study, advisory and consultative services, testing, guidance services, participation in surveys, research in writing, student advisory duties, and recruitment, selection, and admission of students.

19.11(4) Instruction. The institution shall evaluate instruction systemati-

cally. Appraisal of the faculty shall be made in terms of instructional competence to provide the programs for which approval is being sought.

Faculty shall utilize a variety of appropriate instructional techniques.

670--19.12(257) Facilities. Each institution shall provide physical facilities, library, instructional materials center, laboratories, and other resources essential for conducting teacher education programs.

19.12(1) Physical facilities. The physical plant shall be designed to serve the accomplishment of the defined purposes for teacher education.

19.12(2) Library. The library shall serve as the principal material resource center for the instruction, research, and other services pertinent to the teacher education programs. Administrative procedures and equipment shall conform to accepted media practices, including cataloguing methods, and adequate hours of accessibility. The library shall be administered by professionally prepared personnel.

19.12(3) Instructional materials center. A materials laboratory or center shall be maintained either as part of the library or as a separate unit. It shall be open to students as a laboratory of materials of instruction and shall be administered by professionally prepared personnel. This laboratory shall include a wide array of media commonly used in elementary and secondary schools, such as books, maps, charts, pictures, film strips, recordings, projectors, audio and video tape equipment; various types of materials used in evaluating learning; curriculum guides, courses of study and teaching units, and workshop facilities for preparing curriculum materials, unless access is provided through other resources.

19.12(4) Laboratories. The laboratories and equipment shall be adequate for instructional purposes in the teacher education programs.

19.12(5) Other resources. Classrooms, offices, clerical assistance, equipment and similar resources essential for teacher education shall be comparable to that available in other units within the institution.

670--19.13(257) Curriculum.

19.13(1) Purposes and objectives for teacher education programs. Programs for the effective education of teachers shall be expected to operate under appropriate purposes and objectives. These objectives should reflect the institution's conception of the teacher's role and should be made explicit, both in formal statements and evidenced by practical application.

Curricular programs for the education of teachers should be designed to achieve the desired objectives and should reflect the judgment of members of the faculty, students, graduates of the teacher education programs, professional associations, and the profession as a whole. A fundamental criterion of excellence in a teacher education program is the extent of awareness on the part of all concerned of the aims and goals of the program and the degree to which these aims and goals are being achieved. The stated objectives should become the basis on which the graduates are evaluated.

19.13(2) Curriculum development, planning and patterns. Responsibilities for the administration of a continuing program of curriculum development, evaluation, and revision, and for the advisement and programming of students in the teacher education curriculums, shall be centralized in the designated administrative unit of each institution.

The process of curriculum development for the various teacher education programs should make provision for enlisting the cooperation and participation of representatives of local school systems, college teachers in fields related to the area of specialization, the department, and professional associations and appropriate committees.

Each curriculum for the preparation of teachers shall be a program planned for teaching in the area of specialization and shall include general education

-those academic courses designed to prepare the student for purposeful and responsible living as an individual and a citizen in our society; appropriate content and experiences in the student's particular field of specialization to relate to and give background for teaching service; and a sequence in basic professional education designed to prepare the student as a teacher. The curriculum should be designed to develop the student's unique interest and capabilities through a system of academic guidance and electives.

670--19.14(257) General education. General education shall include, but not be limited to those studies known as liberal arts, which embrace the broad areas of the humanities, mathematics and the biological and physical sciences, and the social and behavioral sciences. The content of general education, selected with discrimination from the aggregate of human experience, should embody the major ideas and principles of the various divisions of knowledge as they bear on common concerns.

670--19.15(257) Professional education. Professional education is based on those studies which include foundations of education and methods and materials of teaching with supervised laboratory experiences designed to provide competencies required in the education professions.

Each institution shall have a stated set of objectives for the professional education component of its teacher education program. Institutions shall have the freedom to develop diverse and innovative teacher education programs.

19.15(1) Foundations, methods, and materials of teaching. The program of professional preparation for teaching shall provide a range of studies and experiences to develop:

a. Knowledge of the processes of human growth, development, and learning, and the practical application of this knowledge to teaching.

b. Knowledge and utilization of methods, materials, and media appropriate to teaching, with special emphasis upon the student's field of specialization.

c. Ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, and parents.

d. Understanding of the philosophical and sociological foundations underlying the development and organization of public education in the United States.

e. Understanding of the purposes, administrative organizations, and operation of the total education program of the school.

f. Ability and willingness to analyze the teaching act as a means of continually improving his teaching skills.

19.15(2) The experience component. An in-depth experience with children or youth shall be provided and required early in the teacher education program for all students who have not had a demonstrably equivalent experience. An institution shall develop a program of designed, basic experiences in a variety of realistic settings within the core of its professional curriculum.

19.15(3) Student teaching. Student teaching or other practicums in which prospective teachers can experience the roles of the teacher shall be required of all teacher education programs. Such experiences shall be designed both as a growth and learning experience and as an evaluation of potential for teaching and certification. The student should be able to demonstrate commitment to teaching, skill in guiding learning, communicable knowledge, skill in interpersonal relations, and skill in operating as a professional in teaching as outcomes of student teaching or practicum experiences. A professional evaluation of the student teaching or practicum experience shall be provided as an essential part of professional counseling for the student as a person and for recommendation for certification.

a. Intensity and length of program. Student teaching shall include observation, provide for expanding responsibilities, including participation in a broad range of activities of a teacher in a school, and provide for intensive and continuous involvement. It shall continue until the student

has achieved the stated objectives of the student teaching experience or it is determined the student is not qualified and the student teaching is terminated.

b. The cooperating school. The cooperating school shall be chosen because of the commitment of the administrators and instructional professional staff to participate in the preparation of teachers, their willingness to supervise student teachers, and on the basis of the appropriateness of the school's resources as a laboratory for student teaching. The school selected should offer a range of experiences at different levels within the various teaching fields, with different groups and groupings of students, and with a range of instructive non-classroom experiences, such as counseling, record keeping, extracurricular activities, preparation and selection of teaching materials.

c. Agreement for student teaching. There shall be a written agreement between the institution and the cooperating school for student teaching or other practicums.

d. The cooperating teacher. Cooperating teachers shall be selected by agreement of the cooperating school, instructional professional staff, and the institution on criteria mutually agreed upon. These criteria shall include, but not be limited to: teachers be properly endorsed and approved in the area in which student teachers are accepted and have teaching experience.

The institution shall provide each cooperating teacher in advance with the professional and personal information about the student that is essential for understanding and guidance during the student teaching or practicum experience.

e. Institution's responsibility for supervision. An institution shall have available and shall provide supervision directly to the student teacher to give assistance and attention to problems and individualization of experiences.

Supervisors, resource consultants, and coordinators shall be responsible to the teacher education unit and shall be regular staff members.

670--19.16(257) Teaching fields of specialization: General standards. All programs for preparing teachers in the different fields of specialization shall be designed to meet the guidelines established by the state board. These guidelines will be based on current practices and recommendations of professional organizations representing the area of specialization.

No institution is required to offer teacher education programs in all available areas of specialization.

19.16(1) Statement of objectives. Each field of specialization shall be built upon a statement of purposes and objectives of teaching in the area of the school curriculum. These statements shall be available in writing upon request.

19.16(2) Statement of course content or teacher competencies. Each field of specialization shall be built on a statement of the courses or competencies needed by teachers in this area of the school curriculum. These courses or competencies shall include the attitudes, knowledges, understanding and skills that are required, and the degree of expertise necessary for a beginning teacher. These course outlines, descriptions or statements of competencies shall be available in writing.

670--19.17(257) Evaluation of graduates in teacher education. There shall be a continuous program of evaluation which provides for a systematic follow-up of graduates in teacher education to determine the adequacy of their preparation and their competence as teachers.